

Bison School District Improvement/Progress Report Form

Principle 1 General Supervision:				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) File reviews and interviews with district staff revealed that the Special Educator did not have a clear understanding of Extended School Year services; therefore, the monitor's determined that the Special Educator needs training in the area of Extended School Year services.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Special Educator will receive training pertaining to Extended School Year Services; concentrating on how it is determined a student needs ESY. ESY is determined for each learning disabled student by parent and teacher input at the time the IEP is written using work samples submitted by the teacher and using previous testing information data on regression and recoupment.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The Special Educator will be sent to an ESY training workshop that will be provided by the State.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The Bison School District will send their Special Educator to an ESY training workshop. What data will be given to OSE to verify this objective? A copy of the certificate of attendance signed by the Director of the workshop and the Bison CEO will be sent to OSE when the workshop is completed.	09-03	Special Educator and OSE Trainers	Met	

Please explain the data (6 month)

I was not aware of any training workshop pertaining to Extended School Year Service that was provided by the State prior to September 3, 2003.

No training has been offered in the areas of ESY Services. However, the School District now know that the School District must include the ESY form for each IEP even when the student will not be receiving ESY Services. Staff trained by reviewing literature provided by the State on the determination of ESY.

Please explain the data (12 month)

2. What will the district do to improve?

An emphasis will be placed on determining how a student is placed in ESY. Inclusion of a summary of how the determination will be reached for a student to receive ESY services will be sent to the OSE.

12-03

**Special
Educator**

Met

Please explain the data (6 month)

The School district will now put an "X" in the "not needed" box and have a parent sign and date the form. Also, staff trained on the determination of ESY Services on pages 43-45 of the OSE Technical Assistance Guide. Included is a copy of an IEP for a kindergarten student that involves ESY Services for verification.

Please explain the data (12 month)

3. What will the district do to improve?

The Special Educator will be trained in regression, recoupment, and how it aids in determining the necessity of ESY.
What data will be given to OSE to verify this objective?
Copies of IEPs will be submitted to the OSE that address ESY services.

05-04

**Special
Educator**

Met

6 month reporting date 12/23/03

CLOSED 3/18/04

Please explain the data (6 month)

Special education staff trained in the concepts of ESY via reviewing technical documents provided by the state. Copies of IEPs are included with the progress report submission.

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Principle 3 Appropriate Evaluation:				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Written notice must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The monitor's found that Prior Notice/Parent Consent was not obtained for transition assessments administered to two students.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Written Prior Notice and Parent Consent will be obtained five days before evaluating a student's transition skills.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The Bison School District will send out written Prior Notice/Parent Consent five days before evaluating a student's transition skills.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The Bison School District will send out written Prior Notice five days before evaluating a student's transition skills 100 % of the time.</p> <p>What data will be given to OSE to verify this objective? The District will check all student files every quarter and will report the percentage verifying this objective to OSE.</p>	<p>05-04</p>	<p>Special Educators</p>	<p>Met</p>	

6 month reporting date 12/23/03
CLOSED 3/18/04

Please explain the data (6 month)

In checking all of the special education student files, the Bison School District would like to report that 100% of the written notices were given to the parents five before the district proposed to refuse or initiate or change the identification, evaluation, or educational placement of each child or the provision of a free appropriate public education to the child. The Bison School District would also like to assure the OSE that Prior Notice/Parent Consent was obtained 100% of the time for students who were eligible to have transition assessments administered to them.

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Principle 5, Individualized Education Program:				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>School districts shall insure a child is assessed in all areas related to the suspected disability and that evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child, including information provided by parents, that may assist in developing the content of the child's IEP. In the file review process, the monitor's determined that the Special Educator needs training regarding functional assessments, how to analyze the student's functional skills and how to develop the IEP present levels of performance, annual goals and short-term objectives/benchmarks.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Special Educator will receive training pertaining to functional assessments, how to analyze the student's functional skills and how to develop the IEP present levels of performance, annual goals and short-term objectives/benchmarks.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The Special Educator will receive training on functional assessments, how to analyze functional skills and how to develop the IEP present levels of performance, annual goals and short-term objectives/benchmarks.</p>				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? The Bison School District will send their Special Educator to IEP training workshops provided by the State that will include functional assessments.</p> <p>What data will be given to OSE to verify this objective? A certificate of attendance signed by the Director of the workshop and the Bison School District CEO will be sent to OSE upon completion.</p>	09-03	Special Educator and OSE Trainer	Met	

Please explain the data (6 month)

Although there has not been a workshop in this area of IEP development for me to attend, staff did receive individual instruction from Mary Borgman, Educational Consultant, during the 2003-2004 school term, concerning how to analyze the student's functional skills and how to develop the IEP present levels of performance, annual goals, and short-term objectives and/or benchmarks.

Staff also attended a DDN Training Workshop in Faith, SD on Monday, December 1, 2003. This workshop, entitled, "Aligning Student IEP Goals and Objectives with Content Standards/Curriculum" will give me additional knowledge of how to develop IEP's using functional assessment.

Please explain the data (12 month)

2. What will the district do to improve? The Special Educator will receive training on how to analyze the student's functional skills and how to develop an IEP as provided by the office of OSE.

What data will be given to OSE to verify this objective? The special educator will submit to the OSE work samples pertaining to how a students' functional skills were assessed and copies of three IEPs with the inclusion of the functional skills used to determine students' present levels of performance, annual goals and short-term objectives/benchmarks.

12-03

**Special
Educator**

Met

Please explain the data (6 month)

Three student IEPs were submitted to the State that provided work samples of functional assessment and its use in developing student IEP present levels of performance, annual goals and short term objectives.

<p>3. What will the district do to improve? The special educator will assess a student's functional skills either for an initial evaluation or reevaluation.</p> <p>What data will be given to OSE to verify this objective? Three IEPs of students who have been assessed will be submitted to the OSE to verify that functional assessment was utilized by the IEP team to determine the students' present levels of performance, annual goal and short-term objectives/benchmarks.</p>	<p>5-04</p>	<p>Special Educator</p>	<p>Met</p>	
<p>Please explain the data (6 month)</p> <p>Three student IEPs were submitted to the State that provided work samples of functional assessment and its use in developing student IEP present levels of performance, annual goals and short term objectives.</p>				

Bison School District Improvement/Progress Report Form

Principle 5, Individualized Education Program:				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Technical assistance activities with the Special Educator revealed training is needed in the area of transition planning. Life planning outcomes did not reflect an area of employment the student may be interested in pursuing or the student's preference for living arrangements. The transition service recommendations did not represent specific needs of the student but listed computer programs or curriculum.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Special Educator will receive training in the area of transition planning.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The Special Educator will receive training in the area of transition planning.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve? The Bison School District will send their Special Educator to a transition planning workshop provided by OSE.</p> <p>What data will be given to OSE to verify this objective? A certificate of attendance signed by the workshop Director and the Bison School CEO will be sent to OSE when the workshop is completed.</p>	<p>09-03</p>	<p>Special Educator and OSE Trainers</p>	<p>Met</p>	

Please explain the data (6 month)

It was determined that it would be beneficial for the Bison School District to send their Special Educator to a transition planning workshop. Therefore, training was completed during June of 2003 at the University of South Dakota entitled, "Transition In Action". A certificate verifying that staff successfully completed the one-week "Transition In Action" training workshop for 2 credits from BHSS is included with this packet of information. Dave Halverson, Transition Liaison, and Sharon Soehren, Bison School District CEO, signed this certificate.

Please explain the data (12 month)

2. What will the district do to improve? The Bison special educator will submit a summary pertaining to how transition services will be documented and implemented.

12-03

**Special
Educator**

Met

What data will be given to OSE to verify this objective? Copies of IEPs for students receiving transition services and the students' progress reports will be sent to the OSE.

Please explain the data (6 month)

Enclosed are IEP's for two students receiving transition services along with their progress reports. One IEP is for a fourteen-year-old student who is required to have a "Statement of Transition Service Needs" that focus on the student's course of study. The Technical Assistance Guide stressed (pages 17-19) that if one did not develop a long range educational plan that identifies and sequences needed courses and educational experiences early (beginning at 14 years of age), the student could end up not graduating or graduating without the courses or experiences needed to prepare them for adult life or future training and education. Another IEP is for an eighteen year old student who must also have a "Statement of Transition Services Needs" as well as a "Statement of Needed Transition Services". There are six distinct transition special planning areas to be addressed for every student who is 16, or older. They are as follows: Employment, Community Participation, Independent Living, Adult Services, and Post Secondary Education.

<p>3. What will the district do to improve? Implementation of transition services for Bison District students from 14 to 21 years of age, or earlier if determined by a student's IEP team.</p> <p>What data will be given to OSE to verify this objective? Copies of IEPs for students receiving transition services and the students' progress reports will be sent to the OSE.</p>	5-04	Special Educator		
<p>Please explain the data (6 month)</p> <p>Enclosed are IEP's for two students receiving transition services along with their progress reports. One IEP is for a fourteen-year-old student who is required to have a "Statement of Transition Service Needs" that focus on the student's course of study. The Technical Assistance Guide stressed (pages 17-19) that if one did not develop a long range educational plan that identifies and sequences needed courses and educational experiences early (beginning at 14 years of age), the student could end up not graduating or graduating without the courses or experiences needed to prepare them for adult life or future training and education. Another IEP is for an eighteen year old student who must also have a "Statement of Transition Services Needs" as well as a "Statement of Needed Transition Services". There are six distinct transition special planning areas to be addressed for every student who is 16, or older. They are as follows: Employment, Community Participation, Independent Living, Adult Services, and Post Secondary Education.</p>				

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Principle 6, Least Restrictive Environment:				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Children in need of special education or special education and related services should be provided special programs and services to meet with individual needs that are coordinated with the regular educational program whenever appropriate. The monitor's noted that the justification for placement did not correlate with the student's present levels of performance or describe why the student's instruction could not be provided in the regular education setting.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The student's justification statement will be linked to his/her present levels of performance and describe, if applicable, why the student's instruction can not be provided in the regular classroom.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) On each child's IEP, the student's justification statement will be linked to his/her present levels of performance and, if applicable, reasons will be explained as to why the student's instruction cannot be provided in the regular classroom.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

<p>1. What will the district do to improve? The Bison School District will ensure that justification statements will be included on each child's IEP 100 % of the time.</p> <p>What data will be given to OSE to verify this objective? The Bison School District will review all IEPs every semester and check the justification statement for the reasons on why a student is not in the regular classroom. The District will report the percentage of those in compliance to OSE.</p>	05-04	Special Educators	Met	
<p>Please explain the data (6 month)</p> <p>Staff reviewed the technical assistance guides provided by the state on the topic of LRE as well as the regulatory requirements for identifying the extent, if any, to which that student will not be participating with non-disabled children in the regular class, in the general curriculum, and in extra-curricular and nonacademic activities. Staff also demonstrated an understanding that the IEP team must provide a written justification regarding their decision to place a student in any setting outside the regular classroom, provide written description of the options considered, as well as the reasons why specific options were accepted or rejected for each placement alternative considered. The IEP team must also provide a written description of the option accepted and the reasons why the option was accepted. Staff also note it is very important that the IEP team discuss the potential harmful effects of the accepted special education placement.</p> <p>The three student Individualized Education Program (IEP's) were submitted to the state to verify correct documentation of LRE decisions.</p>				

Bison School District Improvement/Progress Report Form

Principle 6, Least Restrictive Environment:				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The provision of special education services contained the student's class schedule rather than addressing the special education and related services to be provided or the description, amount and location of services. Technical assistance activities with the special educator and file reviews revealed a need for training in the area of Least Restrictive Environment.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The Special Educator will receive training in the area of Least Restrictive Environment.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The Special Educator will receive training in the area of Least Restrictive Environment concentrating on placement considerations that are required to be made by the IEP team and the correct documentation of these decisions within the students' IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met

<p>1. What will the district do to improve? The Bison School District will send the Special Educator to a LRE training workshop provided by the OSE on inclusion.</p> <p>What data will be given to OSE to verify this objective? A certificate of attendance signed by the Director of the workshop and the Bison School District CEO will be sent to OSE upon completion.</p>	09-03	Special Educator and OSE trainer	Met	
<p>Please explain the data (6 month)</p> <p>The Bison School District would like to report that justification statements are included on each child's Individualized Education Program 100% of the time. The Bison School District has reviewed all 2003-2004 IEP's to check the justification statement for the reasons as to why a student is not in the regular classroom. Our District is in 100% compliance.</p>				
<p>Please explain the data (12 month)</p> <p>Staff reviewed the technical assistance guides provided by the state on the topic of LRE as well as the regulatory requirements for identifying the extent, if any, to which that student will not be participating with non-disabled children in the regular class, in the general curriculum, and in extra-curricular and nonacademic activities. Staff also demonstrated an understanding that the IEP team must provide a written justification regarding their decision to place a student in any setting outside the regular classroom, provide written description of the options considered, as well as the reasons why specific options were accepted or rejected for each placement alternative considered. The IEP team must also provide a written description of the option accepted and the reasons why the option was accepted. Staff also note it is very important that the IEP team discuss the potential harmful effects of the accepted special education placement.</p>				
<p>2. What will the district do to improve? The Special Educator will document the students' IEP team LRE decision following the regulations.</p> <p>What data will be given to OSE to verify this objective? Three student IEPs will be sent to the OSE from the Bison Special Educator to verify correct documentation of LRE decisions.</p>	12-03	Special Educator	Met	

6 month reporting date 12/23/03

CLOSED 3/18/04

Please explain the data (6 month)

The three student Individualized Education Program (IEP's) were submitted to the state to verify correct documentation of LRE decisions.